

very cross about this, and told him he was to come with L., the boy, and if he did not, she would spank him, as he was to be home in good time. The next day he came home again very late, and was found sobbing and saying, "I walked home with P." The mother whipped him, the first time since he was eighteen months old. Then from another neighbour the mother found that the boy had *not* come home with P. on any of these days, and further inquiries from another friend who had actually seen Y. with the elder boy, L., revealed the fact that L. had been regularly tormenting Y. He had knocked his hat off, pushed him off the curb into the road, and thrown stones at his ankles, and when Y., only half the size, lost his temper and tried to punch the big boy, L. burst into laughter and called Y. "Cry-baby, cry-baby", and then ran off and left him alone in the road. The neighbour commented that she was sure that "Y. would rather do anything or say anything than come home with L."

BRIDGES, p. 51. '^Destruction of another child's work is a particular kind of interference. It may be the result of mere interest in the material and a desire to use it; it may also be just an accident. But more often it is a sudden expression of anger, self-assertion and envy. > The child may be annoyed at not being able to use the coveted material, so he expresses his wrath by knocking down the bricks or scattering the material. The other child may be older and may be making some block construction, drawing, or plasticine model more elaborate than the younger child could make. Since the youngster cannot match the other's construction, drawing, or model, he asserts himself effectively by knocking down the blocks, scribbling on the drawing, or hitting the model/'

BRIDGES, p. 56. "It is interesting to note that violent hugging is often substituted for the pushing or hitting of the first social contacts which have met with

rebuke. The child
is not reproved for hugging another child, so he
works off his
assertiveness by hugging violently, even to
knocking the other
child over at times. This hugging may also be
partly deter-
mined by a certain amount of affection for a
fellow human-
being of about the same age and size. It is
often manifested
by ' only children ' or those who get little
opportunity to play
with children of the same age."

BRIDGES, p. 61. C* Children usually enjoy their
first experience
of disturbing another child. They laugh if they
accidentally
knock over a child's bricks, or trip him up, or
hit him while